<u>Dyslexia Advisory Council Meeting Minutes</u>

November 15, 2017
10 a.m.–2 p.m.
Tennessee School for the Blind, Nashville, TN

Attendees: Allison McAvoy, Anna Thorson, Becky Cox, Briana Patrick, Candice McQueen, Eileen Miller, Elizabeth Norton, Erin Alexander, Joanna Bivins, Karen Jensen, Kate Martin, Melissa Miller-Benson, Mercedes Chartrand, Morgan Brannon, Susan Porter, Theresa Nicholls, Julia McDonald, Vicki Kirk

10 a.m.   **Welcome, introductions, review norms and goals – Dr. Vicki Kirk**

- Norms
  - Open mind
  - Listen respectfully
  - Assume positive intentions
  - Student centered
  - Value time
  - Stay on topic
- Three (former) goals
  - To define the characteristics of dyslexia
  - To define a clear set of intervention practices
  - To define professional development needs
- Feedback on (former) goals
  - We have done well with setting the foundation, but we need to take next steps
  - More clarification needed for intervention practices and what needs to be incorporated into that
  - More parent oriented/parent focus
  - Make dyslexia resources more accessible
  - Establish local and regional experts
  - Make central offices understand the importance of the next steps
  - Create portal on website→ add link under the Dyslexia Council
- New goals
  - Clarify and refine guidance
  - Develop resources to support district implementation
  - Collect data and generate reports on student performance

- Feedback on new goals
  - Conduct needs assessment with districts to receive feedback from them → TNDOE does a district level survey (educator survey) and will try to incorporate questions around dyslexia. TNDOE also got insight through ePlan.
  - Accountability: let the parents know what their options are and how they can hold their district accountable→ empower parents.
  - Add Dyslexia Advisory Council contact information to the website.
  - Districts report out on students' performance and if students indicate characteristics of dyslexia. Once reported to the district, TNDOE will record how students in tier 1, tier 2, and tier 3 are progressing over the following year. TNDOE will then report the data to the Dyslexia Advisory Council.

10:15 a.m.   Updates from the TDOE – Commissioner McQueen

- Thanked the council for their time, expertise, and feedback
- Tennessee Succeeds strategic plan solidifies assessment, standards, accountability, and school improvement
- New federal plan: Every Student Succeeds plan. Priority areas relating to the council's work: early foundations and literacy
- Four big goals
  - Advance as a state on the Nation's Report Card. The new results will be in next spring.
  - Seventy-five percent of our 3rd graders will be scoring proficiently on the state standardized test in reading by the end of 3rd grade by 2025. We are currently at 34 percent.
  - We will continue to improve our ACT score composite. We currently sit at 20.1. Target: to be at 21 by 2019.
  - To move more students to post-secondary credentials.
- Read To be Ready
  - Correlation between reading and completing post-secondary credentials. The same percentage of kids who can read by the end of 3rd grade are getting post-secondary credentials (one-third).
  - Teacher Expertise: Teachers need the knowledge base to work with ALL kids. Every teacher needs to understand the profile/characteristics of dyslexia.
  - How do we make strong decisions about instructional material and curriculum that match that teacher expertise? Need for access to great books and to writing components.

- o Summer reading camps: reading levels increased over the summer, 30 percent more applicants this year than last year, three-year commitment and funding and they are trying to keep this program going.
- Three significant focus areas for this year:
  - o Equity: Create opportunities and supports for ALL kids. Data for each individual student is needed. Parents need access to all data points, which need to be in once place and connect. State standardized tests gives us a measure, but grades and feedbacks from teachers are different/don't match. Teachers and principals need to be supported.
  - o Expectations: Are we meeting the expectations and how can we make sure that all students can meet the expectations
  - o Pathways: post-secondary and degree goals. Every child needs a plan and are we setting them up with that opportunity.
- Questions from the council:
  - o How does Read to be Ready and Early Literacy relate to the Dyslexia Advisory Council's work?
    Better teacher training→ more depth of knowledge around dyslexia and training in how to engage kids based on their individual needs
  - o How are you engaging with higher ed. and training pre-service teachers? TNDOE has started some new trainings that are just focused on higher education and they completed three regional trainings last week.

10:30 a.m.   Communications and feedback loops– Dr. Vicki Kirk

- The TNDOE and the council operated under the assumption that they would come together, gather feedback, incorporate the feedback into TNDOE's work, and then report back to the council.
- The council voiced a need for more information. TNDOE is sending out newsletters to districts twice a months and the council is encouraged to sign up to receive those newsletters.
- TNDOE would like to receive feedback on: https://www.tn.gov/education/article/dyslexia-advisory-council. Updates and (new) information will be posted on there.
- Add council members contact information to the website?
- Add time on the agenda for the council to share issues they have encountered.
- Post more information about Dyslexia specific PD→ share that information with the parents.
- Add Read to be Ready information to the newsletter

- Council members are encouraged to share emails with news and success stories.
- Invite people/stakeholders from the big districts? "District spotlights"
- Use Twitter to get information out to parents

12 p.m.   Intervention resources and next steps – Karen Jensen

- Reporting requirements: legislator wants to know how districts are intervening with students with characteristics of dyslexia, and how the outcomes are
- Put together guidance document: reports are a good launching point.
- District Intervention Reporting
  - 120/146 districts responded
  - What we see
    - Trends
      - Boxed programs
      - Systematic approaches
      - Confusion regarding reporting criteria and specificity of interventions
  - Next step
    - Refine the data collection process to better reflect:
      - How the resources are being used
      - What is reported: interventions vs. assessments vs. personnel
- Centers of Regional Excellence Trainings
  - Professional Learning Communities – Effective Intervention Practices, Four Sessions:
    - Effective intervention practices
    - Finding the most basic skill deficit
    - Basic reading and fluency
    - Comprehension
- Effective Intervention Practice
  1. Explicit instruction
  2. Gradual release model
  3. High-quality academic feedback
  4. Multi-sensory teaching and learning
  5. Aligned to individual student skill deficit
- Explicit Instruction Video
- Micro-Credentials
  - Develop ways for educators to demonstrate competency in specific areas for work they have already done, competencies in which they wish to grow
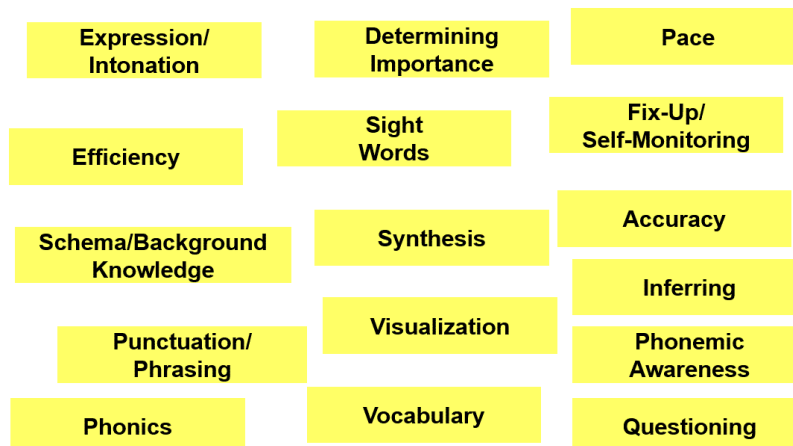
- o   Pilot districts
- o   Utilize current micro-credentials or create new ones

12:45 p.m.   Trainings to date and next steps – Joanna Bivins & Kate Martin

- Training: Who?
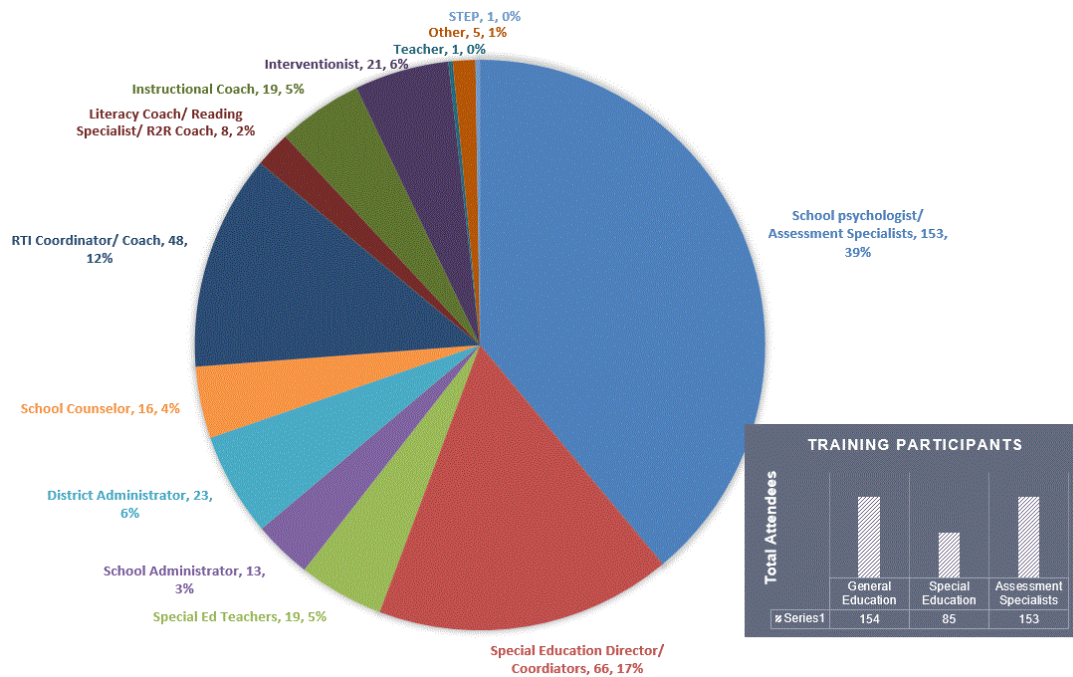
- Group Activity: Sort into Groups
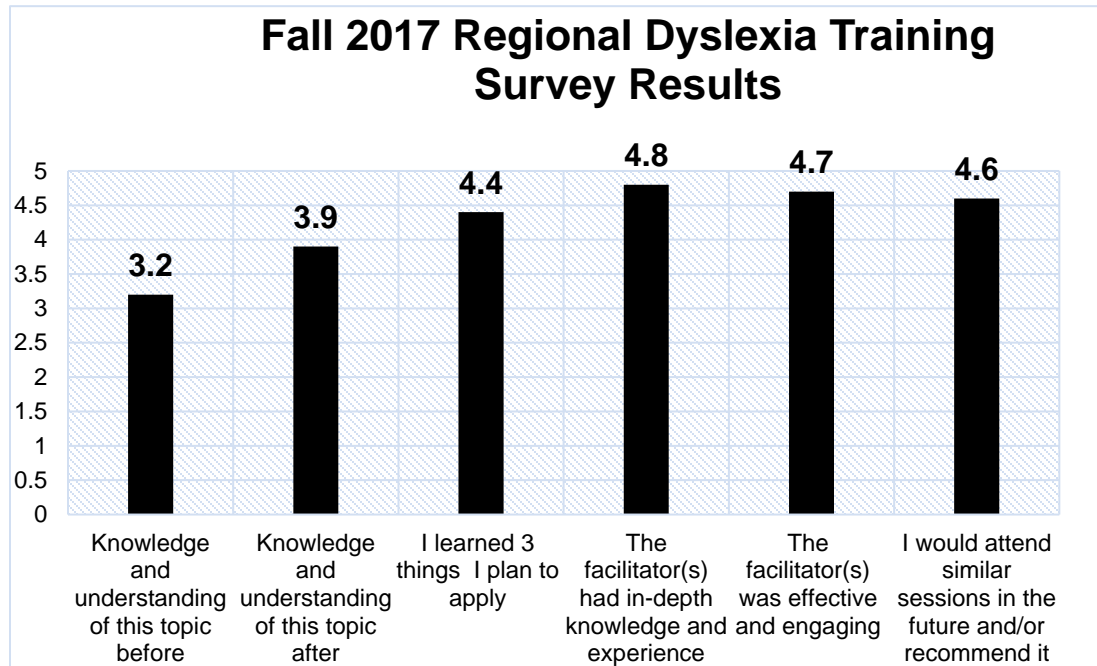
- Common Myths:
  - Reading difficulties

    Myth: All reading difficulties can be attributed to dyslexia

    Truth: The hallmark of dyslexia is an unexpected reading difficulty in a child who seems to have all the equipment (i.e., intelligence, verbal skills, motivation) necessary to become a reader. There are other ways students can struggle to read: (1) 3–10 percent of students who are strong decoders don't understand what they are reading (i.e., specific reading comprehension deficit) and (2) some students struggle with both the code of the language and the meaning of language (i.e., mixed reading deficit).
- Profiles of reading difficulty

Profiles of Reading Difficulty

Language Comprehension (Good / Poor) vs. Word Recognition (Poor / Good)

Journal of Speech, Language, and Hearing Research, April 2006, Vol. 49, 278-293.

TN Department of Education

- Training Feedback:

Fall 2017 Regional Dyslexia Training Survey Results

Category	Score
Knowledge and understanding of this topic before	3.2
Knowledge and understanding of this topic after	3.9
I learned 3 things I plan to apply	4.4
The facilitator(s) had in-depth knowledge and experience	4.8
The facilitator(s) was effective and engaging	4.7
I would attend similar sessions in the future and/or recommend it	4.6

- o Comments have been overwhelmingly positive
    - ▪ Attendees wanted more of their district personnel to attend in the future
    - ▪ Interactive activities were engaging and effective
    - ▪ Information was timely, thorough, and well-presented
    - ▪ Modeled collaboration of instruction/psychologist was impactful and well-received
    - ▪ Positive comments noted the training to "helpful" (17 comments) and "excellent/great" (50 comments)
- Training & Resources: Next steps
    - o FAQ Document
    - o Online overview of the legislative requirements (looking into options)
    - o One-page resource documents
        - ▪ Parent
        - ▪ Educator
    - o Parent training
    - o Next round of regional trainings
    - o CORE collaboration

- Parent Training and Resource Feedback

Transition Guide: College

step

| So Now You're a Freshman: |
| Self Advocacy on a College Campus |

What's the Same? What's Different?

No one has to tell the college freshman that there are big changes coming. It could be changes in location, living conditions, responsibility, or something else, but, no doubt about it, being a freshman brings some major life changes. So what is the same about college advocacy? What is different? Let's take a quick look at the similarities and differences in working with an IEP team versus working with a college disability services office.

	High School	College Freshman
Parental Involvement	Parents were part of the team	Student is responsible for sharing needs and requesting assistance
Service Coordination	Parents, Guidance Counselor or other school staff	Student through the Disability Services Office on campus
Pertinent Laws	Individuals with Disabilities Education Act (IDEA)	Section 504 Rehabilitation Act, Americans with Disabilities Act (ADA)
Documentation	Individual Education Program (IEP)	Limited documentation and records by the Disability Services Office

Do You Know?

- Do you know your diagnosis?
- Do you know how your disability or diagnosis effects your ability to learn, process or perform?
- Do you know how your diagnosis affects your actions and reactions in a given situation?
- Can you express what you know clearly to the Disability Services Office at your college? Can you tell them what you need in the way of supports on a college campus?

Learn about your diagnosis and supports needed during high school and then practice advocating for yourself.

Need More Assistance at College?
University of Tennessee, Chattanooga – MoSAIC Program
www.utc.edu/disability-resource-center/mosaic/
**Austin Peay State University – Full Spectrum Learning**
www.apsu.edu/full-spectrum-learning

Page 2   Transition Guide: College

Get Involved on Campus

Don't be a wallflower

5 ways to get involved on a college campus

- Join a club
- Get involved in student council
- Join an intramural sports team
- Participate in on-campus activities and events
- Study with other students in common areas like the cafeteria or dorm lounge

Study Habits for College Students
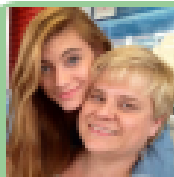
Don't wait to fail before you ask for help.

Set yourself up for success by advocating from your first day on campus.

- Before each class, review the syllabus to familiarize yourself with the lesson
- Study for at least one hour before every class
- Make a timeline to complete large assignments/projects to avoid last minute work
- Balance your social life with your study time
- Find a note taking method that works for you
- Utilize note cards and highlighters
- Minimize distractions when studying
- Take advantage of the opportunity to ask your professor questions during their office hours
- Take a 5-10 minute break every hour when studying
- Know your limits: register for a class schedule you know you can do
- Stay organized
- Use technology and apps to assist you

Another Option: Online Colleges

Accredited Online Colleges lets you search through countless accredited schools, based on a variety of criteria, to find the accredited college that best meets your needs.
www.accreditedonlinecolleges.org/

Read these 2 articles: www.accreditedonlinecolleges.org/resources/accredited-online-colleges-and-disability-education/ and www.accreditedschoolsonline.org/resources/best-accredited-colleges-schools-for-students-with-disabilities/

This site helps connect and integrate college students with disabilities as a virtual community with a voice on important issues. It is dedicated to uniting people interested in rights and issues affecting people with disabilities, with particular emphasis on college students and access to higher education and employment issues. www.weconnectnow.wordpress.com/

Produced by: STEP, Inc.   1.800.280.7837   www.tnstep.org   03/2017

- One-pager Documents

Dyslexia Advisory Council
One-Page Guidance Feedback

District One-Pager	Parent One-Pager
Dyslexia and the Components of Reading	Dyslexia: Myths and Truths
Characteristics of Dyslexia	Parent Letter: Means/Doesn't Mean
Characteristics of Dyslexia Intervention	Help at Home: Dos and Donts
Visual of the School Process/Bill Requirements	Questions to Ask your School
Parent Notification/Coding/ePlan	I Got a Letter, Now What?
What if...? Q&A Section	Visual of Bill Requirements
Continuum of Services (RTI, SLD, 504, IEP, etc)	Continuum of Services (RTI, SLD, 504, IEP, etc)
Other:	Other:

- Parent Training Outline
  1. What is dyslexia?
     a. Definition
     b. Components of reading – brief overview
        i. Where deficits are commonly found
        ii. How it impacts other components & behaviors (such as anxiety, not wanting to read, etc.
     c. Indicators your child might have characteristics of dyslexia
        i. How it impacts other components & behaviors (such as anxiety, not wanting to read, etc.); can do by age/grade band
     d. Myths/Facts
     e. Dyslexia success stories/videos
  2. "Say Dyslexia" Bill
     a. Background and brief description of requirements
     b. Screening process (RTI^2) – include a visual of this
        i. Characteristics of dyslexia
        ii. Reasons a child exhibiting characteristics may not have dyslexia
        iii. Note that parent is a part of this process
     c. School team review of screening data and determination of intervention needs
        i. Include who is on the school team
     d. District/school reporting responsibility

      i.   Student growth data for students receiving dyslexia intervention services

      ii.   Dyslexia-specific intervention services provided in each district

      iii.   Who to contact with additional questions

   e.   Parent notification

    i.   Reasons they have been notified

    ii.   Reminder that it means their child exhibits characteristics of dyslexia; it isn't a diagnosis

    iii.   What this means vs. doesn't mean (possibly include a chart)

   f.   Now what?

      i.   Interventions – addressing characteristics of dyslexia is the most important piece

      ii.   Progress monitoring – needed to measure effectiveness of intervention

      iii.   Continuum of Programming Services

         1.   Information about who is on the assessment team (it includes parents)

         2.   Tier I (general education core instruction) differentiation & accommodations

         3.   Tier II/III (general education intervention)

         4.   504

            a.   What it is and where it comes from (STEP has a 504 workshop)

            b.   Process for obtaining services

         5.   Special education

            a.   Possible services

            b.   Referral for evaluation

      i.   By school

      ii.   By parent request

         1.   Bringing an outside dyslexia diagnosis

         2.   What it means to "consider" the information

   c.   Assessment planning

      i.   Where dyslexia fits in SLD (similar to how ADHD fits into OHI)

      ii.   Battery of possible assessments included in an actual dyslexia evaluation

   d.   Eligibility requirements

   e.   IEP expectations

3.   Supporting at home

   a.   What parents can do

      i.   Collaborate with school team

         1.   Ways to share information with child's teacher on how to help them be successful

         2.   Review child's progress and discuss progress/programming with child's teachers

         3.   Example questions parents can ask

        ii.   Activities/strategies (do's and don'ts)

   b. Resources

       i.   "Say Dyslexia" Bill (include link)

       ii.   Dyslexia guide (include link)

      iii.   Other free resources/websites (as found in dyslexia guide)

      iv.   Helpful TN contacts (TDOE, STEP, etc.)